

A Message from the State Board of Education and the State Superintendent of Public Instruction

Technology is an essential part of education. The world marketplace of ideas and commerce is changing rapidly in its applications of technology, and the technological skills of our students must rise to the challenge. To compete in the twenty first century, students must be exceedingly proficient in the use of information technology.

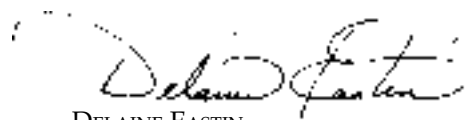
Technology is everywhere. Every sector of our economy—manufacturing, agriculture, communications, services, education, government—is expanding technologically. The important question facing our schools is how well they are able to prepare students for this reality.

Technology can be the key to students' success in school and future endeavors. However, making it so requires access to high-quality resources and training to use those resources effectively in teaching and learning. Planning is fundamental to the appropriate use of technology, as is the successful implementation, monitoring, and evaluation of the plans created.

This guide is designed to help every school district use technology effectively by developing a comprehensive technology plan that addresses curriculum; professional development; infrastructure, hardware, technical support, and software; funding and budgeting; and monitoring and evaluation.

A school district's high-quality comprehensive technology plan must be the product of thoughtful consideration. Ideas and suggestions need to be gathered from all segments of the school community: faculty, staff, parents, guardians, students, and other stakeholders. The planning process needs to be a shared activity involving not only schools and school districts but also the broader community.

We invite and encourage the use of this guide in a comprehensive planning process for technology in every district.



DELAINE EASTIN
State Superintendent of Public Instruction



REED HASTINGS, *President*
California State Board of Education

Preface

All schools in California receiving state categorical funding and all school districts receiving federal Title I funding are required to do comprehensive school improvement planning. (See Appendix A for descriptions of the various legal requirements. Several laws define the content of school improvement plans.) Some low-performing schools receive additional funding to develop improvement plans under the State Immediate Intervention/Underperforming Schools Program. Many programs, including the Digital High School Program, also require school districts to submit school plans.

These planning efforts have one underlying goal: to improve education so that California students are better prepared to become productive citizens. The specific outcomes sought are to help (1) all students in California master the state content standards in English–language arts, mathematics, science, and history–social science; and (2) every school meet its Academic Performance Index (API) target under the Public Schools Accountability Act. Although the required plans will seek to achieve those two outcomes through different means, the various plans need to support one another and work together for the underlying goal to be achieved.

Education Code Section 51871.5(a) requires every school district seeking education technology funding from the California Department of Education to have, as a prerequisite of funding, a local technology plan in place by January 1, 2002. This requirement consolidates various other technology planning requirements:

It is the intent of the Legislature that education technology planning be accomplished in the most comprehensive manner possible. To that end, the current practice of developing education technology plans for each funding program should be replaced with a comprehensive local planning process that will enable school districts to apply for grants on an ongoing basis and assist in utilizing available education technology programs.

Education technology planning is clearly only a portion of the overall planning that must be done to improve the education of all children in California. The concept of using technology to assist

students in mastering the state content standards and to provide career skills should be included in the comprehensive school district improvement effort. Therefore technology planning should not be an isolated activity but should rather be integrated into the comprehensive school district improvement planning process.

The Commission on Technology in Learning, an advisory body to the State Board of Education, developed *Education Technology Planning: A Guide for School Districts* to assist school districts in their efforts to bring the power of education technology to enhance teaching and learning in California. Whether the technology plan is included in the school district's comprehensive planning document or is written as a stand-alone document, we hope that this guide will both raise awareness of the issues that need attention and serve as a road map that eases the journey into the twenty-first century.

RICHARD A. NAVARRO

Chair, Commission on Technology in Learning

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Many people helped in the development of *Education Technology Planning: A Guide for School Districts*. The members of the Commission on Technology in Learning were as follows:

Richard A. Navarro, Ph.D., Chair, Dean of the College of Education and Integrative Studies, California State Polytechnic University, Pomona

Heidi H. Haugen, Co-Vice-Chair, Teacher, Florin High School, Elk Grove Unified School District

Moises Torres, Ed.D., Co-Vice-Chair, Special Assistant to Associate Vice President for Student Academic Affairs, Office of the President and Center for Educational Partnerships, University of California, Irvine

Maria Molina Blackman, Teacher, Superior Elementary School, Los Angeles Unified School District

Bobby G. Glaser, Principal, The La Jolla Group, San Diego

Jeff Horton, President, California School Boards Association

Donald Ingwersen, Ed.D., Superintendent, Los Angeles County Office of Education

John K. Nagata, Chief Information Officer, California Credit Union

Betty Silva, Library Media Teacher, Fairfield High School, Fairfield-Suisun Unified School District

Diane K. Siri, Ed.D., Superintendent, Santa Cruz County Office of Education

Julia Sylva, Attorney, Law Offices of Julia Sylva

Alice Tsou, Teacher, Leal Elementary School, ABC Unified School District

The following liaison members supported the Commission on Technology in Learning and provided leadership in the development of the document:

Catherine Banker, Liaison for the Curriculum Development and Supplemental Materials Commission

Reed Hastings, Alternate Liaison for the State Board of Education

Carlton Jenkins, Primary Liaison for the State Board of Education

David D. Leveille, Ed.D., Liaison for the California Postsecondary Education Commission

Note: The titles and locations of the persons included in this list were current at the time this guide was developed.

At the time of the adoption of the guide, the members of the Curriculum Development and Supplemental Materials Commission were:

Patrice Abarca, Teacher, Heliotrope Elementary School, Los Angeles Unified School District

Roy Anthony, Teacher, Valhalla High School, Grossmont Union High School District

Marilyn Astore, Assistant Superintendent, Instructional Support Services, Sacramento County Office of Education

Catherine Banker, Proficiency Expert, Strategic Technology Partnership

Dr. Rakesh Bhandari, Curriculum Commission, California Department of Education

Mary Coronado Calvario, Teacher, William Land Elementary School, Sacramento Unified School District

Edith Crawford, Vice Principal, Mira Loma High School, San Juan Unified School District

Milissa Glen-Lambert, Teacher, Monlux Elementary School, Los Angeles Unified School District

Lora L. Griffin, Retired Educator, Sacramento City Unified School District

Viken “Vik” Hovsepian, Teacher, Hoover Senior High School, Glendale Unified School District

Veronica N. Norris, Attorney at Law

Hon. Fran Pavley, California State Assembly

Janet Philibosian, Teacher, Washington Prep High School, Los Angeles Unified School District

Richard Schwartz, Teacher, Torrance High School, Torrance Unified School District

Leslie Schwarze, Trustee, Novato Unified School District

Susan Stickel, Assistant Superintendent, Elk Grove Unified School District

Hon. John Vasconcellos, California State Senate

Karen S. Yamamoto, Teacher, Westmore Oaks Elementary School, Washington Unified School District

California Department of Education staff members who contributed to developing the document were:

Susie Lange, Deputy Superintendent, Finance, Technology, and Administration Branch

Kevin Matsuo, Director, Technology Services Division

Nancy Sullivan, Manager, Education Technology Office

Karen Steentofte, Education Programs Consultant, Education Technology Office

Brandi Jauregui, Staff Services Analyst, Education Technology Office

Julie Macko, Office Technician, Education Technology Office

Jeanne McKibbon, Office Technician, Education Technology Office

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